ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.
ED001491	N.A.	N.A.

DO NOT WRITE IN SPACE BELOW

4. AUTHOR(S):
N.A.

5. TITLE OF DOCUMENT ABSTRACTED:
The Diebold Literacy Project
Materials for Program Administration

6. PUBLICATION TITLE:
N.A.

MICROFILM COPY AVAILABLE YES ☒ NO ☐

COPYRIGHT GRANTED YES ☒ NO ☐

COPYRIGHT RELEASE FILED YES ☐ NO ☐

TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☒
FINAL ☐
FOLLOW-UP ☐

7. EDITOR(S):
N.A.

8. PLACE OF ORIGIN
The Diebold Group Inc.
ORG.
430 Park Avenue
ST.
New York 22, N.Y.
CITY, STATE

9. PUBLISHER OR SOURCE The Diebold Group Inc.
430 Park Avenue
New York 22, N.Y.

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	1964	42

TELE. EXT.
INST/LOC CODE

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR
example of materials used

16. INDEXING TERMS (6-12)
programed materials
adult education
beginning reading
reading skills
teaching techniques
reading research

17. ABSTRACT (MAX. 250 WORDS)

The programing used presents material in small steps which call for an active response followed by an immediate confirmation. The three-step cycle is repeated for each piece of material. This type of program allows self-pacing, low-error rate, high motivation and easy development testing. The project used this technique to teach reading to illiterate adults. The program consists of a series of booklets in addition to supplementary review exercises. These booklets are designed to use another person, any literate adult, to read directions to the students. During the developmental stages observers sought trouble spots and areas of difficulty.

From previous testing it was found that the helper should emphasize new words, arrange adequate break periods, insure that the student understands basic directions, and prevent students from spelling out words. Helpers should explain the format of the booklets. Information pages contain directions and words for the student. Often there will be a picture to help the student tell what the words are about. A confirmation page indicates the correct action to be taken on the information page.

Progress cards are kept by all students to indicate lesson times and progress to date. A description of the first twelve lessons is given. Lessons introduce words, compare them with others, and finally, call for an isolated recognition of the word.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OR PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ERIC Form 1

ED001491

REPRINTED BY PERMISSION
U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN PRINTED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

JOHN DIEBOLD & ASSOCIATES

The Diebold Literacy Project

Materials For
Program Administration

Questions and Answers about the Diebold Literacy Project

What is Programed Instruction?

Programed Instruction is a new method of education. It was devised by specialists in the fields of learning theory and behavioral psychology. However, its principles have been known for 2,000 years since the teachings of Socrates.

Programed materials have these fundamental characteristics:

1) Small Steps - The information to be learned by the student is broken into very small units. These units are presented to the student one at a time.

2) Active Response - Each time the student is presented with a unit of information he is asked to make a response using his new knowledge. He may be asked to answer a question, fill in the missing word in a sentence, complete a diagram, choose between two alternative answers, etc.

3) Immediate Confirmation - As soon as he makes his response, the student is allowed to compafe his response with the correct one. In this manner he immediately knows when he is right and, if he is wrong, he can see and correct his error before he goes on to new information.

This three step cycle of new information-active response-immediate confirmation is repeated many times throughout a programmed course. For example, a program that presents materials that is usually taught in a one hour lecture course may be presented to the student in 60 small steps -- each requiring a response, each providing the correct

response as a check for the student. (These small units are called "frames".) Some other important features of programed instruction are:

4) Self-pacing - Each student can go through a program at his own rate of speed. Some students are naturally quicker than others. In a usual classroom situation they may be held back because the teacher has to "teach to the middle of the class". Though the quicker students usually get good marks, they are often bored because they are not using their abilities to the fullest. The slower students, on the other hand have to struggle to keep pace with the rest of the class. Often these students find themselves penalized for their slowness and by the fact that they don't learn everything as well as they might and thus receive poor marks.

The self-pacing aspect of programed instruction allows the quicker students to move ahead as fast as they can learn. It also allows the slower students to move at the pace that is most suited to their ability enabling them to learn the subject more thoroughly. Thus, the result is that both the fast student and the slow student will learn and get good marks. The difference will be that the fast student can go ahead to new subjects as quickly as his learning rate permits while the slow student will not be forced to keep up.

5) Low error rate - Programed courses are designed so that each step or "frame" is neither too hard nor too easy for the student. A good frame presents a unit of information and then asks the student to use it in such a way that he will see the essential

aspect of that information. By answering each frame correctly he will build a step by step mastery of the course. Most programs are designed so that the student is right at least on 90 per cent of the frames.

6) Developmental testing - To achieve a low error rate and to make sure the program successfully teaches what it sets out to teach, as the program is written it is immediately tested on small groups of students. The basic premise behind this action is: If the student does not learn it is the fault of the program itself and not the student. Thus, the developmental test is a test of how well the program teaches. If students experience difficulty with sections of the program, the writers of the program try to determine why the difficulties occured and how they must revise it so that it will teach successfully.

Where is programed instruction used?

In the past few years in this country programed instruction has successfully been introduced in many training situations. It is being used in grade schools, high schools and colleges. It is being used in review courses for professional men --- doctors and lawyers for instance. It is being used to train men in the Navy, Army and Air Force. It is being used by some of the biggest companies in this country to train their personnel in such diverse areas as production techniques, salesmanship, management procedures, plant operation, and the technical background necessary for complex jobs. It has been used with great success to retrain people to make them qualified for new job opportunities.

What is the Diebold Literacy Project?

The Diebold Literacy Project is an attempt to apply the techniques of programed instruction to the teaching of reading for adults who can neither read nor write. It originally started in Mississippi to benefit the many Negro adult illiterates there. When it is completed it will be distributed in Mississippi and other areas.

How is it being produced?

The staff of the literacy project combines experts in programed instruction, authorities in the teaching of reading and people with background of teaching in underdeveloped communities. At present the project is at the most crucial stage of program production -- developmental testing. Previous developmental testing has already provided many important findings that have served as a guide for revisions. Each developmental test is extremely important to the program.

What form is the program in?

The program consists of a series of booklets. In addition there are supplementary review exercises.

How can an illiterate learn to read from a book alone?

This program is designed so that in the initial lessons another person acts as a "helper", reading directions for the student to follow. This helper may be a friend, a relative or just an interested volunteer from the same community as the learner. He needs no special prior training. The only prerequisite he needs is reading ability at a sixth grade level. In this sense the program becomes a "double-track" program. One track is for the illiterate learner; the other track is the directions that

the helper reads out loud to the student. The program soon brings the student to the point where he can read the directions by himself.

What is the role of the observer in developmental testing? Why is it important?

The essential role of the observer in developmental testing is to isolate areas of difficulty within the program. To best understand this let's describe a typical testing situation. The observer will meet the student and helper. He will attempt to make them feel comfortable. He will designate how they should sit. He will give them the program and tell them how to use it. (Of course, the observer will be well briefed beforehand and in addition will have material he can read to the helper and student.)

When the program begins, the observer will assume a passive role. Since we are testing the performance of the program, it is important that the observer let the program try to do the job. There will probably be areas of difficulty however. Here the helper has two jobs. First he must record what the difficulty was and what result it produced. For instance, the program may have required to read the phrase "the man is fat". The student may have paused for a long time and finally responded "the woman is thin". It is important to the writers of the program to know that the student made an error at this point, just what that error was, and that he hesitated before answering. The observer will record this information. The observers second job would be to help the student get over his trouble spot. This should be done with as little additional help as possible and the type of help the observer gives should also be indicated.

The observer has to be sensitive to troubles in both the helper track and the learner track. A poorly phrased direction, for instance, might cause the student unnecessary confusion, confusion that can be eliminated by rewriting one sentence.

The role of the observer, then, is an important one. Through his ability to observe and record the important aspects of the program's performance, he can provide the valuable data needed in order to revise it successfully.

TO: Philadelphia Tutorial Project

FROM: Burrill L. Crohn

DATE: November 24, 1964

DEVELOPMENTAL TESTING SUGGESTIONS

1. Helper to emphasize new words as they appear for the first time in directions.

As indicated in the reports from Philadelphia, the helper, in the frames introducing new words, has neglected to adequately isolate — through pause and stress — the new words as they appear in the directions. Since this would indicate that the directions, as written, do not provide for this pause and stress, we are now working on revised directions to accomplish this end. In the interim, we suggest that the helpers be instructed to focus the attention of the student on the sound of the new word, both by pausing (as indicated by the three dots in directions) and by pronouncing the word which appears in quotations with greater stress.

2. Lesson to be stopped for short break if so indicated.

We would suggest that the helper be instructed to stop the lesson at some mid-way point if the student evinces tiredness, stress or other forms of fatigue. If possible, some activity during the five to ten minute break should be planned beforehand. We have found in previous testing that going for a drink of water, or a coke, taking a smoke or just

a walk around the room can help to ease some of the social tension that might be present during the testing sessions — particularly in the earlier lessons before the student and helper know each other better.

3. Helper to correct incorrect responses if student has not learned to use confirmation page.

In cases where the student is instructed to underline groups of words, one word, or letters in words — it is important that the helper point out where this is done incorrectly and ask that the correction be made if the student in checking the confirmation page, does not make the correction on his own. Attention should always be directed first to the confirmation page so the student will eventually learn to check the correctness of his response there. The way in which the word, groups of words or letters are underlined is always programed for a specific reason and is a teaching device which should be followed, as the directions indicate.

4. Spelling

The program at this time does not use spelling to teach reading. Thus, we would suggest when a student responds by spelling when he is asked to read a word, the helper should be instructed to say "You don't need to spell" or "You'll be able to read words without spelling."

SUGGESTED OUTLINE
FOR
HELPER ORIENTATION

Basic Literacy Project
The Diebold Group, Inc.
430 Park Avenue
New York, New York

(c) 1964. The Diebold Group, Inc. All Rights Reserved.

I. New Method For Teaching Of Reading

This method teaches reading from specially prepared books. The method depends upon the aid of a 'helper' — someone who knows how to read and wants to help someone else learn to read. These are the only requirements needed to be a helper.

II. How To Use The Book

This method breaks down the teaching of reading into small steps allowing the student to practice as he learns. (Show book.) This page is from one of the books. The helper aids the student by reading the words above the line to the student. These words tell the student what to do. Below the line are the words the student reads. Often there will be a picture that will help him tell what the words are about. (Show other frames.) Sometimes the student reads words out loud. Sometimes he will draw a line under words, under parts of words, or under pictures. Every time the student does something, he can find out immediately whether he is right. When he reads words out loud, the helper should tell him if he is right. This can be done by saying "good" or "you're right" or a similar approving phrase. When he draws a line under words, or pictures, he can find out whether he is right by looking at the next page. (Show and discuss confirmation page.)

III. Helper's Role

This book has been carefully designed to teach reading. If it is followed carefully, we expect it to work well. Therefore, it is important to read the directions exactly as they are in the book. There are two exceptions to this statement:

A. If the student does not understand what he is supposed to do the helper should repeat the directions again, slowly. If he is still confused, the helper can rephrase the directions in whatever way he thinks will help the student understand. If the student still is not able to make the right answer, then the helper should show the student what do do or tell him what the right answer is.

B. The directions for any given sequence are repeated more times than may be necessary. Some students will learn what they are supposed to do quicker than others. The helper will sometimes be able to see that the student already knows what he is supposed to do. For instance, the student may start before the helper is finished reading the directions. Whenever the helper feels that the student can easily go on by himself, the helper should stop reading the directions and just say to the student "now go on by yourself" or an equivalent phrase. Of course, when the directions change, then the helper should begin reading the directions again. Another way of 'fading' the directions is to omit part of the directions and only read the last part. (Show frame 40 in Book 3) For instance, after this direction has appeared several times in succession, the helper, if he feels the student is ready, might omit the first three lines and only read the last line — "point to each word as you read it."

IV. Observers

Other people who are trying to learn about this method will sit in the same room as the helper and student. Often they will

be taking notes as they watch. They are only there to learn about the method and will not interfere in any way. As they do not know anything about the program, they cannot answer questions from the students or the helper.

V. Supplementary Materials

In addition to the books, there will also be some other materials to be done after the student finishes the lesson. Some of these exercises will look like this (Show and describe use of picture dictionaries).

VI. General

Sometimes the lessons may seem repetitious. This is deliberate for it is one of the ways the student practices what he learns. At the beginning of each lesson the helper should have a book and pencil for the student to use. At the end of the lesson the helper should congratulate the student on what he has done and remind him of the date and time of the next lesson period. Both the helper and the student should enjoy the lesson. The student, because he is learning to read, the helper because he is helping the student learn.

INSTRUCTIONS FOR THE USE OF STUDENT PROGRESS CARDS

These progress cards are for the students taking the Basic Literacy Program. The functions of these cards are:

1) to give the student a record of his participation in the program; and

2) to serve as a reminder of the time, and place, of his next lesson.

Though this is in no sense a "Report Card", it will prove that the student is progressing through the program. It is hoped that when the student sees the card filled in and signed by the helper at the end of each lesson, he will gain some extra motivation for continuing the program.

The card should be given to the student when he completes his first lesson. It will be filled out and signed by the helper in the student's presence. He will be asked to bring it with him to each session so his progress can be recorded. We suggest that the address of the Friendship House be typed directly under the words "Adult Reading Program". His name should, of course, be typed in the space provided.

THE ADULT READING PROGRAM

Name of Student _____

Unit ____

Lesson	Date	Helper's Signature